

During this period (Steinberg, 2005). For instance, adolescent substance use is associated with cognitive deficits such as poor functioning (Ibrahim, Mahmud, Abubakar, Harazini & Abdulkadir, 2016; Squaglia, Jacobus, & Tapert, 2009) that may lead to immediate negative effects on language competence and school performance, and more lasting effects on adolescents' maturing brains (Chassin, Hussong, & Beltran, 2009). Furthermore, early adolescent use of cigarettes, alcohol, and marijuana, sometimes known as gateway illicit drugs (Kandel, 2002) and substance abuse disorders (DeWit, Adlaf, Oford, & Ogborne, 2000).

Filipino youth reported that about 30.1% of 15- to 19-year-olds drank

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Youth prevention programs come in different forms: indicated
\$' -+' ' 8'' #'. +. G#+%C*+' (+A+(B/0%6*\$0\$)-+A\$*
\$' -+' ' 8'' #', #'B&%* at-risk, and universal programs for the general population (Mrazek & Haggerty, 1994). We focus on universal programs for adolescent %B1%-/')\$B%\$
\$' -+' ' 6', +A\$' *- . \$+##\$ 7& . /%+*'' ' * &#+7 /#9*
\$' -+' ' * /' (* -. \$ /%B7 &+'' ' * -. /- * 7 /' 9*9'' B-. * + * 0'' DG#\$\$'' B#)\$*)'' 7 7 B' +-+\$* tend to be at-risk for substance use (Chassin et al., 2009). Several 7\$-/G/' /09%\$* /' (* %9%-\$7 /-+)* #A+\$D%*)'' A\$#, \$* '' * -. \$* +7 &'' #-/' - * \$0\$7\$' -* ''8* B' +A\$#%/0*
\$' -+' ' * 8'' #* /('0\$%)\$' -* V2/%6* ?/0/76 Arshad, Finkelstein, & Bhutta, 2016; Griffin & Botvin, 2010; Onrust, Otten, Lammers, & Smit, 2016). In terms of content, programs that %B))\$%%8B009*#\$(B)\$*B1%-/')\$B%\$*8'')B*'' ' * &\$#%' ' /0* /' (*%'')+/0* C+00%6* address social influence, and provide accurate information about the consequences of and misconceptions about substances. Program

YOUTH SUBSTANCE ABUSE P

%B1%-/')\$ /1B%\$ &#\$A\$' -+' 4 M. \$)B##\$' - * &#" , #/7* D/% (\$A\$0''&\$(
with the Filipino adolescents' unique developmental needs in mind,
such as the continued strength of parental authority and influence
(Alampay, 2014) and centrality of family duties and responsibilities in
their identities (Garo-Santiago, Mansukhani, & Resurreccion, 2009).
0-*+*(\$%, ' \$(-''1\$*+7&0\$7\$' -\$(*/-^-. \$*)" 7 7B' +9*0\$A\$0* /' (*8")B%\$%
'' * -\$/). + , *E+0+&+ ' '' / ("0\$%)\$' -%*'')+/0* /' (*+8\$*%C+00%* -''*0\$%%\$' * -. \$+
7" -+/-+'' * -''* B%\$* /' (*+ ')#\$/%\$* -. \$+*)/&/)+9* -''* #8B%\$*%B1%-/')\$A'
In this paper, we first describe the process of developing the Sulong
Kabataan program. This is followed by a presentation of the results
"8* "B#* &+0" - * +7&0\$7\$' -/-+'' * /' (* &#\$* /' (* &''--\$%- \$A/0B/-+'' 6*
D. +). * /+7* -''* /%\$%\$* -. \$* 8\$/%+1+0+9* "8* -. \$* &#" , #/7* + ' *0" DG#%\$" B#)\$'
)" 7 7B' ++\$%6+(\$' -+89%-#\$' , -. %* /' (*/#/%''8*+7&#" A\$7\$' -6 /' (*, B+(\$'
-. \$*(\$A\$0'' &7\$' -''8*-#/+ ' + , *&#" , #/7*8''8/)+0+/-''#%4

/5. ' 6&78&/9: ; 9. < &=6>6?: /< 6@A

< -\$%" B

Developing Sulong Kabataan involved several steps: a needs
/' /09%+* /-^-. \$*)" 7 7B' +9* 0\$A\$06* #A+\$D* "8* \$=+%-+ ' , * &#\$A\$' -+' ' *
&#" , #/7*6* (#/8+ ' , * "8* -. \$* &#" , #/7* 7" (B0%6* /' (* /' (\$%, ' * /' (*
consultation workshop with stakeholders. A qualitative approach with
multiple data sources was utilized to guide program development.
F \$* "1-/+ '\$ (* \$-. +)%* /&&#" A/0* 8#" 7* -. \$* @' +A\$#%+9* <\$%\$/#). * P-. +)%*
Committee. Likewise, all research and program staf adhered to a
! . +0(*3#" -\$)+'' * /' (*<\$8\$##/0*3#" -)"04

@--B)&* +*CD)2)E&M. \$* '\$ (\$% /' /09%+* /+7\$ (-''* B' (\$#%-/' (* -. \$*
%+-B/-+'' * /' (*&%9). """)+/0* \$\$ (%''8'E+0+&+ ' "9" B-. 4M#/+ '\$ (*' -\$#A+\$D\$#%*
conducted semi-structured interviews with 20 participants aged 13 to
JL*9\$/#%''0(*8#" 7* /0" DG#%\$" B#)\$*)" 7 7B' +96 /' (*D. "%\$*8/7+0+\$%*/#*\$
beneficiaries of the 9)%+). 50'9) =5#-)%&'95#5: 5%\$'9/(\$&/) = (4Ps), a
&"A\$-9*/00\$A+/-+'' * /' (*%")+/0* (\$A\$0'' &7\$' -*&#" , #/7*''8*-. \$*3. +0+&&+ '\$*

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Table 1. Logic Model of Sulong Kabataan (continued)

Theory: Botvin's
: -#\$\$?C-00% > &&#" /).

2014).

Table 2. Key Findings of Needs Analysis and Implications for Module

*****2\$%+, '

E+! (+', %*E#" 7*T\$\$ (%>' /09%+%

: /)C**8*B' (\$#%-/ ' (+', **' *- . \$*
immediate effects of drugs

Identi~

DgmW cgcWU` fYUgcbg` Zcf` Xfi [` i gY" 3/#-)+&/' -%* 1\$ +* youth, parents, or barangay officials and workers surmised that people use drugs because of familial conflict and lack of love, guidance, and support from parents. Conflict with peers and romantic relationships, /%D\$00/%*\$' -+) \$7\$' -*8#" 7*&\$#\$%* /' ("0(\$#&\$" &0\$*+' *-.\$*) " 77B' +-96* were also considered influential. All three sets of participants also pointed to specific psychological reasons for drug use such as negative -. "B, . -%* /' (*7" -+"" %V\$4, 46'8\$ \$0+' , %-#\$\$%\$ (6% / (6. " &\$0\$%6'B' 0" A\$ (6" # useless) and attraction to substances due to curiosity or the enjoyment +-1#+' , %4*

Dcg]hj Y` fY`Uh]cbg\]dg` UbX` dYfgcbU` fYgci fWg` Ug` dfchYVh]j Y`ZUVwcf g" W"- . *9"B- . * /' (* / (B0-*& / #-+)+& /' -%* 1\$0+\$A\$ (*- . /- 0" A+' , * /' (*B&&" #-+A\$ # \$0 / -+"" % . +&%6* / %*D\$00* / %* , B+ (/') \$*8#" 7* & / # \$' -%6* 8#+\$' (%6* /' (*"0\$*7" (\$0* D\$ # \$ % % \$' -+ / 0*8" # & # " - \$) -+ , * . \$*9"B- . *8#" 7* %B1%- /') \$* / 1B% \$4M. \$9* / 0% "") + \$ (*1\$. / A+ " # / 0% - # / - \$, + \$ % % B) . * / % / A " + (+ ' , * %B1%- /') \$ % * /' (* B % \$ # % 6 * \$ ' , / , + ' , * + * & " % + - A \$ * /) - A + + \$ % V \$ 4 , 4 6 * % - B (+ \$ % 6 * % & " # - % 6 * \$ = \$ #) + % \$ [6 * /' (* % \$ C + ' , * % B && " # - 4 * > ((+ + " ' / 0096* & / #-+)+& /' -%* / 0% "") " ' % + (\$ # \$ (*- . \$ + 7 & " # - /') \$ " " 8 * & \$ # % " " / 0 * \$ % " B #) \$ % * + ') 0 B (+ ' , *) " , ' +-+A\$* processes such as thinking r A

Stakeholders affirmed the need to deliver the concepts in simple and less formal language, define key processing questions, and use relevant and relatable situations pertaining to the effects of drugs). Stakeholders emphasized the need to deliver the concepts in simple and less formal language, define key processing questions, and use relevant and relatable situations pertaining to the effects of drugs).

Stakeholders emphasized the need for handouts and homework with one module focusing on the effects and triggers of substance use, focusing on physical, emotional, cognitive, and behavioral effects of substance use.

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-. \$*/)-+A+-+\$%*/%* \$)\$%%/#94*E/) +0+/--'#%%. "B0(* /0%"*1\$*/10\$-""(\$-\$)-*/' (*
appropriately handle or refer problematic cases. All of these require

Table 3. Modules and Objectives

Y" (B0\$	Objectives
J4*?-\$%\$*7/' /, \$7\$' -	<p>J4*0(\$' -+89*-. \$%"B#)\$%*"8"" \$N%#-\$%\$</p> <p>2. Examine the ef ects of stress on "" \$N%1" (96*\$7"-+"" %6*/)-+"" %6*/' (* -. "B, . -%</p> <p>I4*0(\$' -+89*&"%+A\$D/9%- ""#\$%&"' (*-"" %-\$%\$</p> <p>4. Practice awareness and relaxation \$=\$#)+%\$%</p>
K4*@' (\$#-/' (+', * /' (*<\$%&"' (+', *-"" P7"-+"" %	<p>J4*0(\$' -+89*1/%)\$7"-+"" %</p> <p>2. Analyze their responses to intense \$7"-+"" %</p> <p>I4*3#/)-+)\$*/&&#"&#+/--\$*#\$%&"' %\$%-"" \$7"-+"" %6*&/#-+)B0/#09*/&&09+', * &"%+A\$*- . + C+',</p>
I4*! "77B' +)/-+"" *' * <\$0/-+"" %. +&%	<p>J4*2+)B%\$-. \$+7&"#-/')\$""8*)0\$/#/' (* ef ective communication</p> <p>2. Demonstrate how to ef ectively)"77B' +)/-\$+' *A/#+"B%"+B/-+"" %</p> <p>3. Use dif erent strategies in sending /' (*#\$)\$A+', *7\$%\$/ , \$%-""*7/t' -/+' * &"%+A\$*\$0/-+"" %. +&%</p>
4. Decision Making and 3#"10\$7*?"0A+', *' * <\$0/-+"" %. +&%	<p>J4*2+)B%\$-. \$)"77"" *&#"10\$7*""# +%B\$%/' ('0\$)\$' -%\$=&\$#+\$')\$+' * -. \$+##\$0/-+"" %. +&%D+. ""-. \$#*&\$"&0\$</p> <p>K4*0(\$' -+89*-. \$%-&&%' *&#"10\$7*""0A+', I4*! . ""#\$*/&&#"&#+/--\$*-#/-\$, +\$% +' ""0A+', *&#"10\$7*""+' *- . \$+## #\$/-+"" %. +&%</p> <p>4. Practice using these strategies in %"0A+', *\$0/-+"" %. +&*&#"10\$7%</p>
5. Ef ects and Triggers "8*@+' , *! +, /#\$--\$%6* >0)". "06/' (*2#B, %""# ! >2	<p>1. Identify general ef ects of using CAD "" *&\$" &0\$</p> <p>K4*2+)B%\$&"%+10\$*#\$/%"" *1\$. +' (*B%\$ "8*! >2</p>

Table 3. Modules and Objectives (continued)

Y" (B0\$	Objectives
S4* < \$8B%/0*?C+00%/' (* 3#" -\$)-+A\$*W\$. /A+"#%	I 4*0(\$' -+89*&\$" &0\$6*&0/) \$%6*-. +' , %6*/' (* \$A\$' -%*- . /-#-+, , \$#*B%\$**8*! >2 J4*0(\$' -+89*%-#/--\$, +\$*-"*#\$8B%\$*! >2 K4*P=/7+' \$*-. \$*/&&#" &#+/--\$*#\$8B%/0* %-#/--\$, 9*+' *A/#+' B%*%+B/-+' ' % I 4*3#/-) \$A/#+' B%*#\$8B%/0*%-#/--\$, +\$%
L4*U"/0G? \$--+' , /' (* : ""C+' , *-"- . \$*EB-B#\$	J4*0(\$' -+89*-. \$*7\$/' +' , */' (* +7&"#-/')\$**8* . /A+' , * , "/0%8"#"#"" \$W* 8B-B#\$ K4*? \$*- . \$+##* , "/0%*/' (*&0/' %*8"#"#-. \$* 8B-B#\$ 3. Analyze the connections of what -. \$9*0\$/#' \$(*+' *- . \$*7" (B0\$%8"#"#-. \$+##* 8B-B#\$&0/' %

/5. ' 6&K&/L?: A&L < /?6 < 6@A. AL: @k. @=k6>. ?M. AL: @

< -\$%" B

Pilot implementation of Sulong Kabataan was conducted in
/' * B#1/' * 0" DG#%\$ "B#) \$* 1/#/' , /9* 8"#" \$+, . -*) "" %\$) B-+A\$* ?/-B# (/9%4*
MD"" "8* -. +%& /&\$#W* /B-. "#%* 8/) +0+/--\$ (* \$/). * %\$%"+"" * /' (* -#/' \$ (*
#\$&#%\$ \$' -/+A\$% 8#" 7* -. \$* 1/#/' , /9* %\$#A\$ (* /%*)"G8/) +0+/--"#%4* P/). *
%\$%"+"" * #/' * 8"#" /&&#" =+7/--\$09* J4H* -""K*. "B#%* /' (* D/%* \$A/0B/--\$ (* 19*
-#/' \$ (*&#")\$%*" 1%\$#A\$#%A* >8-\$*\$ /). *%\$%"+"" 6*8/) +0+/--"#%* /' (*&#")\$%*
" 1%\$#A\$#% (+)B%\$ (*D. /-*D" #C\$ (*D\$00+' *- . \$*%\$%"+"" * /' (*D. /-*/%&\$) -%*
were less effective, noting the necessary revisions for each module.

>*7+=\$ (*7\$-. " (%&#-\$-\$G&"%-\$-\$* (\$%+, ' *D/%* /&&0+\$ (*-""\$A/0B/--\$*
the feasibility of the Sulong Kabataan program, its preliminary
"B-)" 7\$%6* /' (%-#\$' , -. %* /' (* /#\$ /%8"#" #+7&#" A\$ 7\$' -4] B/ -+/-+A\$ (/ -/*

YOUTH SUBSTANCE ABUSE PREVENTION PROGRAM

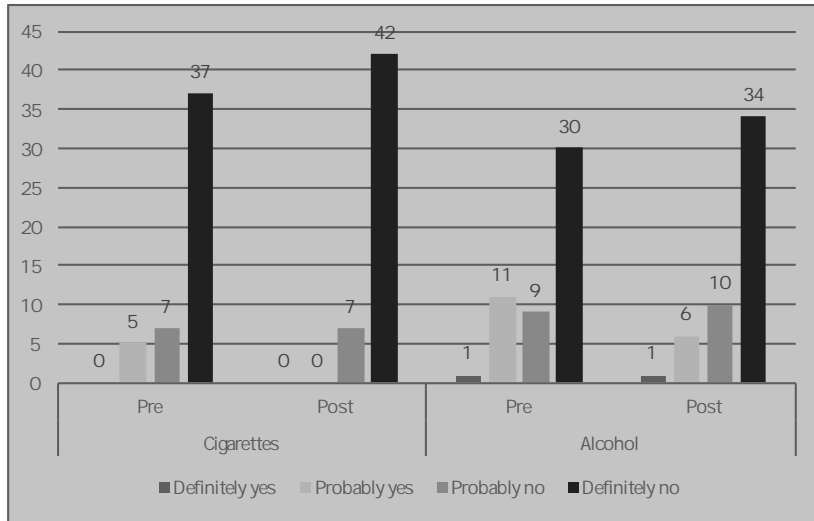
life skills: stress management ("I can identify the sources of my stress"), managing emotions ("I understand how emotions can affect me effectively using words and actions"), problem solving in relationships ("I can think of solutions to difficult problems"), and goal setting ("I can set and achieve goals").

Refusal confidence was measured using items adapted from Project ALERT Survey of Student Attitudes and Responses (Ghosh-dastidar et al., 2004). Using a 4-point scale, 1 = No confidence, 2 = Some confidence, 3 = Moderate confidence, and 4 = Very confident. Items included: "I am confident that I can refuse to smoke, drink, or use drugs when: 1) my best friend is smoking; 2) my date is smoking; 3) I am bored at a party; and 4) all my friends are smoking at a party."

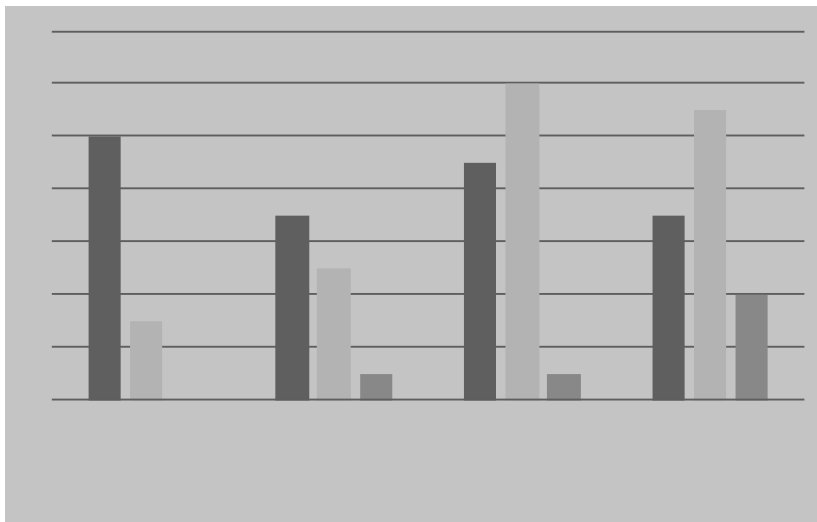
Refusal confidence was measured using items adapted from Project ALERT Survey of Student Attitudes and Responses (Ghosh-dastidar et al., 2004). Using a 4-point scale, 1 = No confidence, 2 = Some confidence, 3 = Moderate confidence, and 4 = Very confident. Items included: "I am confident that I can refuse to smoke, drink, or use drugs when: 1) my best friend is smoking; 2) my date is smoking; 3) I am bored at a party; and 4) all my friends are smoking at a party."

! "#! \$%&' \$()! (* +, ' -! .! % / 0(10)

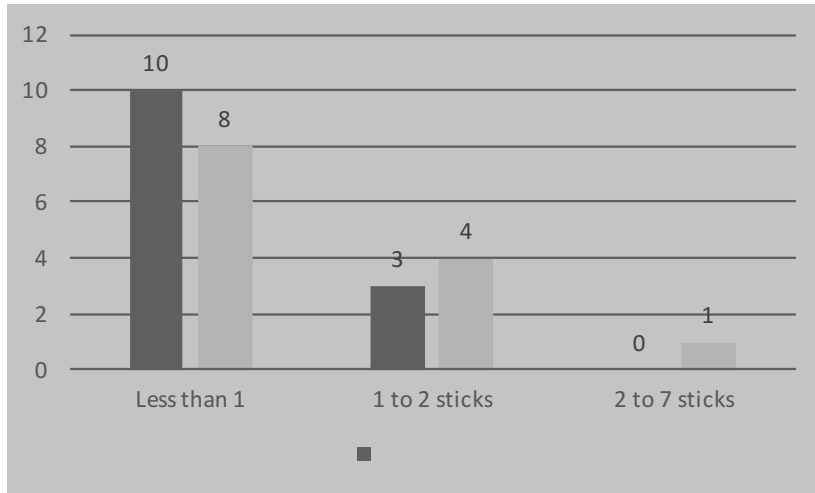
V%\$\$*E+, B#\$*J[4*W9*)''' -#/%-6*. \$#\$*/&&\$/#\$(*-''1\$*/' *')#\$/%\$8#'' 7*&#\$*
 -''*&''-\$%-*+' *- . \$*' B 7 1\$#*'8* &/#-+)&/' -%*D. ''#\$&'#-\$(*7"C+', */' (*
 (#+' C+', *+' *- . \$*&/%-* 7''' - . *V%\$\$*E+, B#\$*K[4*0' *- \$7%'8*/7"B' -*B%\$(6*
 -. \$#\$*/&&\$/#%*-''1\$*+')#\$/%\$(*), /#\$\$-\$*)''' %B 7 &-+'' *V%\$\$*E+, B#\$*I [6*
 D+ . *7''#\$&/#-+)&/' -%*D. ''%/+(*-. \$9'. /(%7"C\$(*JGK%-+)C%/' (*8D\$#*



B5&''/,' 30' TB 7 1\$#*'8* &/#-+)&/' -%*+' (+)/-+' , * &\$#)\$+A\$(*0+C\$0+. '''' (*"8*
 %7"C+', */' (*(#+' C+',



B5&''/,' >0' TB 7 1\$#*'8* &/#-+)&/' -%* #&\$''#-+' , * B%\$*'8*), /#\$\$-\$%* /' (*
 /0)'' . "0*+' -. \$*&/%-* 7''' -.



B5&' /, ' DC' TB71\$#* "8* &/#-+)+&/' -%* #&\$"#-+', * ' B71\$#* "8* %-+)C%* "8*)+, /#\$--\$%-9&+)/009*" "' %B7\$(

B5&' /, ' EC' TB71\$#* "8* &/#-+)+&/' -%* #&\$"#-+', * /7"B' - "8* /0)". "0* -9&+)/009*" "' %B7\$(

&/#-+)+&/' -%* D. ""%/+(*-. \$9*. /(*%7"C\$(*0\$%%* -. /' ""' \$*-+)C*8#'' 7* &#\$* -""&""%-\$-4'0' *)"' -#/%-6*- . \$#\$*D/%/* /(\$)#\$/%\$*+' #&\$"#-%''8*)"' %B7+' , * "" \$* (#+' C' /' (* /')""#\$%&""' (+', *+')#\$/%\$*+' *#\$&""#-%''8*)"' %B7+' , * / 8\$D*%+&%"8*/0)". "0*8#'' 7* &#\$* -""&""%-\$-6%B, \$%-+', %0+, . - (\$)0+' \$%*+' * alcohol consumption (see Figure 4). These trends could not be tested

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! "#! \$%&' \$()! (*+

KX YOUTH SUBSTANCE ABUSE PREVENTION PROGRAM

7 "#\$ /)-+A\$ /' (*&/#-+)&/-+A\$ (B#+ , */)-+A+-\$%#/- . \$#- . /' *0\$)-B#\$%''#*
D. \$' */%C\$ (-''% . /#\$- . \$+##\$%&' ' %\$%+' (+A+(B/0094**

=L' I M' ' L: @

Sulong Kabataan is a community-based life skills program for
%B1%-/')\$ /1B%\$ &#\$A\$' -+'' * /7''' , *E+0+&' ''* B#1/' *9"B- . * (\$A\$0''&\$(*

concretizing and emphasizing the most important elements.

>%(\$* 8#" 7*)" 7&#\$. \$' %+"'' * +%B\$%6* &/#-+)+&/' -% %/+(* -. /- * -. \$9*
did not find these two modules on problem solving and emotion
#\$, B0/-+' ' * /% . \$0&8B0* 1\$)/B%\$* -. \$9* D\$#\$%-+00' " - /10\$* -""%' 0A\$* -. \$+*
&#" 10\$7%"" #)" "" -#" 0* -. \$+*\$ 7" -+" ' %4M. +%*B, \$%- %/' *\$=&\$)-/-+' ' -. /- *
&/#-+)+&/-+' , *+' *- . \$* &#" , #/7*D+00* &#" A+(\$* /' *+' %-/ ' -%" 0B-+' ' 6*\$A\$' *-' *
difficult situations, possibly reflecting participants' implicit theories
about learning and their abilities (Molden & Dweck, 2006). It may
thus help to emphasize the application of life skills as an ongoing

l " +)2B-02+3k . B"C-), -+\$k = -1-C" H4 -+\$k 2+k \$%-k /0" 30* 4k /0" , -))

W"-. * -. \$* 8\$\$ (1/)C* 8#" 7* -. \$* &/#-+)&/' -%* /' (* "1%\$#A/-+' % "8* process observers and facilitators reflect positive elements and /#\$/%*8"#+7&#"A\$7\$' -*8"#+-. \$* &#" , #/74* T"-/1096* -. \$* &#/) -) \$%* /' (/&&#"/). \$%* -. /- D"#C\$ (* D\$#\$* -. "%\$* 7"%* %\$' %+-A\$* -"" /('0%)\$' -* (\$A\$0"&7\$' -/0*)" %+(\$#/-+' %* %B). * /%* 1/0')+' , * -. \$+* ' \$\$(8"#+ autonomy and guidance from adults (Choe & Raymundo, 2001). ! "" %+-%-\$' -* D+- . * -. \$* 0+-\$#/-B#\$* "" * /('0%)\$' -* &#\$A\$' -+' * &#" , #/7%* (Das et al., 2016; Dusenbury & Falco, 1995; Griffin & Botvin, 2010) &/#-+)&/' -%* /&&#\$)+/-\$ (* +'-#\$/)-+A\$6* , #B&G1/%\$ (* 7\$-. " (%* /%* %B). * /&&#"/). \$%* /#\$%\$' %+-A\$* -"" /('0%)\$' -%#+')#\$/%+' , *A/0B/-+' "8"#+&\$\$#* interactions (Steinberg & Morris, 2001). Compared to more didactic /&&#"/). \$%6*-. +%/0%"8/)+0+/--\$%/--\$' -+' * /' (*)" 7&#\$. \$' %+' " * -. #B, . * /)-+A\$*\$' , / , \$7\$' -* +* 0\$/#+' , 6' /' (* -. \$* ""&#"#-B'+9* -"" &#/) -) \$* 0+8\$* skills (Durlak, Weissberg, & Pachan, 2010). Participants also found activities like games and role playing enjoyable, and suggest more "8*-. +%8B' *8/)-"#+* * -. \$* &#" , #/74* 07&"#-/' -096*#"0\$&0/9+ , %)\$' /#+"" D\$#\$' %+-B/- \$ (* +*)" - \$=-%* #0\$A/' -* 8"#+E+0&+ " * /('0%)\$' -%* %B). * /%* scenarios involving immediate and extended families (Alampay, 2014; Garo-Santiago et al., 2009), and not just school and peers. Eliciting responses from participants and having them practice specific skills in session may have also contributed to their self-efficacy as they recognize their own capacity to come up with and implement solutions rather than just being told what to do (Midford, 2009).

dB%-* /%* +7&"#-/' -* +* * -. +%* &#" , #/7* (\$%+, ' * +%* +-%* \$=\$)B-+' " 19* -. \$* 8/)+0+/-" #4* 3/#-+)&/' -%* /&&#\$)+/-\$ (* 1"- . * -. \$*)" 7&\$-\$')\$* "8* 8/)+0+/-" #%+' * . \$0&+ , * -. \$7*B' (\$#%-/' (* -. \$*) "" -\$' -""8*-. \$* &#" , #/76* /' (* -. \$+D/#7-. * -. #B, . *C+' (' \$%6*8B' 6*. B7" #6' /' (*\$') "B#/, \$7\$' -* D+- . "B-)" \$#)+"" 4* >0-. "B, . * -. \$* &#" , #/7* D/%* ' " * ' \$) %%/#+09* /' 8" #7/0* \$(B)/-+' /0*\$-\$-+' , 6*%B). *8\$\$ (1/)C*+%)" "" %+-%-\$' -* D+- . * #\$\$\$/#). * (\$7" " #-#/-+' , * %B(\$' -*\$' , / , \$7\$' -* /' (* &"%+-A\$* 0\$/#+' + , * "B-)" 7\$%* D. \$' * -\$/). \$%* \$%-/10+%. * /' &"%+-A\$* \$7"-+' /0*) 0+7/- \$* -. #B, . * %')+ /0*

-''/))" B' -*8''#/' ('0\$%)\$' -%N%-+00G (\$A\$0''&+', *%\$08G#\$, B0/-+' ' 6*\$%&\$)+/009* in social contexts (Steinberg, 2005). This includes instances when &/#-+)&/' -%*1\$)/7\$*#"D(9*/' (*0''*-.-.\$+#*8'')B%6*/' (*D''B0(*0/B, .*/-*/' '-.\$*#, #'B&N%* #'0\$* &0/9+', 6*)" 7&#" 7+%+', *-. \$* &'%+--+A\$* 0\$/#' +', * /-7''%&.\$#\$4*U+A\$*' -. +%*D\$*#\$)" 77\$' (*#\$, B0/#*#\$7+' (\$#%/1''B*-.-.\$* . "B%\$#B0\$%6*D. +). *&/#-+)&/' -%*-.\$7%\$0A\$%D\$*#\$/%C\$(*-'*)#\$/-\$(B#+', * -. \$*1\$, +', ' +', **8*-. \$*&#" ,#/740' (*'+, *%''6*-. \$*#*+*/*1/0/')\$*1\$-D\$\$* &#"A+(+', * /&#" &#+/-*\$-%-#B)-B#\$*-. #'B, . *#\$7+' (\$#%*"8*-. \$*#B0\$%6* /' (* autonomy by emphasizing participants' sense of ownership in the rules that they created and agreed on (Vansteenkiste et al., 2012).

?24-2*\$2'' +)l* +B&9-, " 4 4 -+B*\$2'' +)

As a community-based program, Sulong Kabataan is not intended -'' 1\$*)" 7&#\$. \$' %+A\$* + ' * /((#\$%'+', * /00* #+*C* /' (* &#"-\$)-+A\$* 8/)-''#* involved in substance abuse (Griffin & Botvin, 2010). The decision to prioritize particular program contents was informed by our focus on E+0+&+'' * /('0\$%)\$' -%N' (\$A\$0''&7\$' -/0'")\$# ' %' /' (*-. \$*/A/+0/1+0+9''8* #\$\$''B#)\$%+*' *)" 77B' +-+\$%4'M. /-*/+/(6*D\$*#\$)" 77\$' (*)" 7&0\$7\$' -/#9' /&#" /). \$%&/#-+)B0/#09'C' "D0\$ (, \$G1/%\$ (*%). ""0&#" ,#/7*%&#"A+(+', * specific information about substances, and family programs with &/#\$' -+', * -#/++' +', * -''* . \$0&* /((#\$%'+', * /00* #+*C* /' (* &#"-\$)-+A\$* 8/)-''#* (Dusenbury & Falco, 1995).

F \$* 0+C\$D+%\$*' "-\$*-./-*. \$* &+0''-+7&0\$7\$' -/-+' ' (\$%)#+1\$(*. \$#\$* D/%*)" (B)-\$(*19*-.\$*#\$\$\$/#). *-\$/76*D. **/0%**(\$%+, '\$(*-. \$*&#" ,#/74* F \$* . /A\$* 9\$-''* \$A/0B/-*\$ -. \$* #&0+)/1+0+9''8* -. \$* &#" ,#/7* D. \$' * +7&0\$7\$' -\$(*19*-."\$*\$' "-*+' A''0A\$ (*+' *&#" ,#/7*(\$%+, ' 4* T\$A\$#-. \$0\$%6* our multiple roles put us in a unique position to understand the +7&/)-''8*-. \$*&#" ,#/7* /' (*-. \$*/#\$/%8''#*+7&#"A\$7\$' -4'M. #'B, . "B*-.\$*#%+'''' %6*D\$''1%#A\$ (*&'%+--+A\$%. +8-%+' *&/#-+)&/' -%N'\$' , /, \$7\$' -* with the activities, and identified important directions to improve

emphasis for training: discussions of adolescent development and the

program. Our pre and posttest design, small sample size, and lack of a

program. More than taking the quantitative results as solid evidence

English to better assess quantitative outcomes. On a related note,

interview setting. Thus, we recommend at least quasi-experimental,

if not randomized control trials to determine program effectiveness,

methods approach, as was done in this study, will help maximize both

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8/)+0+/-/"#*D/#7-. */' (*)"7&\$-\$')\$*-"%B&&"#-&/#-+)&/' -%N'0\$/#'+ , *
and ef cacy. Our pilot experience also demonstrates the importance of
close coordination with community partners to maximize participant
/--\$' (/)'\$*/' (*\$' , /, \$7\$' -6*/%*7/(\$*\$A+(\$' -+*' "B#0'D*/--#++' ' #/--\$%4

In this project, we demonstrated the process of developing and
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and emphasize the utility of developmental psychology in designing
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